

INDIVIDUALIZED EDUCATION PROGRAM

Morgan County Schools

Student's Full Name _____

Date _____

PART XI: STATEWIDE TESTING –General Summative Assessment

Indicate the appropriate WV Measures of Academic Progress Assessment (WVMAP) by checking standard conditions or standard conditions w/accommodations.

If the district requires a "District Wide Assessment", all selected WVMAP accommodations apply.

WV-MAP General Assessment: ___ Standard Conditions ___ Standard Conditions w/Accommodations

General Summative Assessment Accommodations (Check all that apply)**PRESENTATION ACCOMMODATIONS:**

- ___ P01 Text-to-speech (excluding ELA passages)
 ___ P02 Human read aloud (excluding ELA passages)
 ___ P03 Braille Paper
 ___ P06 Certified sign language interpreter
 ___ P13 Documented need text-to-speech (including ELA passages)
 ___ P14 Documented need human read aloud (including ELA passages)
 ___ P15 Read aloud directions only
 ___ P16 Directions presented through certified sign language
 ___ P17 Braille Online Adaptive (ELA and Math)
 ___ P18 Simplified Test Directions
 ___ P19 Paper Version (large print)
 ___ P21 Screen reading software (JAWS)
 ___ P22 Enlarge text on screen
 ___ P23 Magnification device
 ___ P24 Translator (Human or Electronic) (GSA science only)
 ___ P25 Electronic translator to present directions (science only)
 ___ P27 Bilingual word-to-word dictionary
 ___ P28 High color contrast
 ___ P29 Sign dictionary to present test, including directions
 ___ P30 Translated test directions (*Spanish available embedded)
 ___ P31 Translations glossary (math only)
 ___ P32 Stacked translations (SPANISH ONLY)
 ___ P33 Turn off universal tool
 ___ P34 American Sign Language (ASL)
 ___ P35 Braille Online Fixed math with tactile graphics provided (ELA - adaptive)
 ___ P36 Closed captioning
 ___ P37 Masking
 ___ P38 Color contrast (color printer required)
 ___ P39 Color overlays
 ___ P40 Print on demand (stimuli only)

- ___ P41 Provide translations glossary (paper-and-pencil tests)
 ___ P42 Noise Buffers
 ___ P43 Streamlined Interface
 ___ P44 Line Reader (ELPA 21 Only)
 ___ P45 Unlimited replays (ELPA 21 Only)
 ___ P46 Read aloud in Spanish
 ___ P47 Alternate Vision Form (DLM Only)

RESPONSE ACCOMMODATIONS:

- ___ R02 Scribe (excluding ELA full write)
 ___ R03 Braille response
 ___ R04 Scribe (including ELA full write)
 ___ R05 Abacus
 ___ R11 Assistive technology (Alternate response options)
 ___ R15 Bilingual word-to-word dictionary
 ___ R16 Respond in large-print test book
 ___ R17 Electronic translator to respond
 ___ R18 Sign dictionary to respond
 ___ R19 Calculator
 ___ R20 Multiplication Table
 ___ R21 Speech-to-text
 ___ R22 Unlimited re-recordings (ELPA 21 only)
 ___ R23 100s Number Table

TIMING ACCOMMODATIONS:

- ___ T03 Take more breaks (no studying) (All WV-MAP tests)
 ___ T04 Extra time
 ___ T07 Flexible scheduling
 ___ T09 Separate setting

Text-to-Speech (P13) and Read Aloud (P14) Accommodations for ELA Reading Passages Students with Disabilities Decision Guidance Document

Note: This accommodation is appropriate for a *very small number* of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment) who have a documented reading disability. Text to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan.

Student Name: _____

Teacher: _____

YES responses may indicate a need for the text-to-speech (P13) or read aloud (P14) accommodation of ELA Reading Passages. A preponderance of evidence should exist rather than one or two marks in the YES column for the accommodation to be provided.

Questions	Yes	No	Comments
Does the student have a documented reading disability?			
Is the student blind or does the student have a significant visual impairment?			
Is the student a beginning braille reader who has not yet developed braille fluency?			
Does the student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?			Describe skills affected.
Have interventions been used to improve the student's decoding, fluency, or comprehension skills?			Describe approaches
Does the student use text-to-speech or receive a read aloud accommodation during instruction?			
Does the student regularly use assistive technology software or audiobooks?			
Does the student use text-to-speech or receive a read aloud accommodation during formative assessments or during the WV General Summative Assessment?			
Does someone (teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school?			
Does the student indicate that it is easier to understand a book when it is read aloud by another person or through text-to-speech rather than if they read it independently?			